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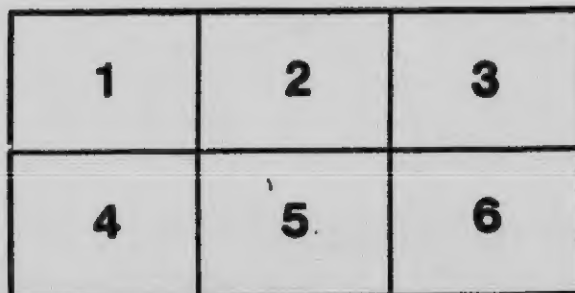
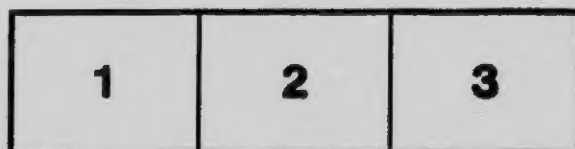
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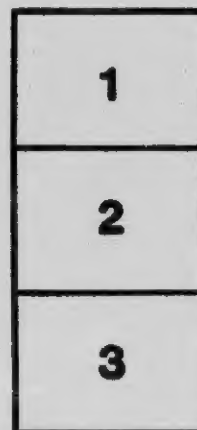
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350 JARVIS STREET

# **HAVERGAL COLLEGE REPORT**

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**1909 - 1910**

**REPORT of  
HAVERGAL  
COLLEGE**



**ADDRESS**  
*by the Principal*  
**MISS KNOX**  
*at Prize Giving*  
*June 21st, 1910*

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1910

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## REPORT of HAVERGAL COLLEGE 1909 - 1910



THE school has continued throughout the year with an excellent attendance of day girls and boarders, broken only by an outbreak of mumps during the last three weeks. The discipline has been good and the year stands marked out above all others by hard work and loyalty. The success of the Matriculation candidates (eleven out of the twelve who entered passed with some honors, and Mildred Macpherson gained an Edward Blake Scholarship) sent back girls and teachers in good heart for the coming year's work. The Matriculation was the more satisfactory as the standard had been raised from 33% to 40% and many schools had suffered heavily in consequence. But better even than the success was the return of the greater number of the girls, including the Edward Blake scholar, for the equivalent of first year University work. The addition of this class higher than any hitherto carried out, so far as I know, in schools of this character, was welcome, despite the heavy work it entailed; not only for the pleasure of the advanced scholarship, but also for the sake of the return of some hard-working girls into the school.

### THE UPPER SCHOOL

In the Upper School it is hard to distinguish between the Shell, Lower V, Upper V, VIB and VIA, for all alike have been strong in their work. In VI Special some excellent work has been done in music and art, yet the special side cannot equal the general side of the school, either for work, companionship, or teaching. Girls who omit subjects which are difficult miss the very subjects necessary for



their mental development. They lose, further, the companionship of the keenest and strongest girls. It is also true that, as far as teaching is concerned, we mistresses, despite ourselves, cannot help being attracted and stimulated by the harder-working girls; questions asked by such girls are to the point, and subjects are mastered more rapidly. "As iron sharpeneth iron, so a girl sharpeneth the face of her friend." Therefore, the fuller the course, the happier and the stronger the girl.

#### THE JUNIOR SCHOOL

The Kindergarten has been reopened under Miss Creeth, a trained kindergarten mistress, and has become one of the happiest and brightest places in the school. Miss Creeth gives short distinct work interspersed with kindergarten songs and games.

In the Junior School itself the work has been exceptionally good and the discipline excellent. This is due, partly to the good teaching; partly to the change of hours proposed in my last year's address. I decided then that Junior girls should have half-hour instead of three-quarter hour lessons and should complete their work by half past twelve in order that the afternoon session might be given to the preparation of home work under the teachers. It is this preparation which has told so beneficially, not only upon the health but upon the general physique of the children. Miss Hardy tells me that the girls clear away their work by three or half-past three and have no temptation to study late or to worry over the results of their preparation. In consequence, they are far less nervous and have had fewer lessons returned on account of bad preparation than in preceding years. A Junior now rarely finds herself in the black book, save for wilful carelessness or inattention.

As I watch the work and character of the girls I wonder sometime whether better results might not be obtained if parents and teachers were better acquainted with one another. Girls show one side of their character at home and

another at school, and sometimes the school verdict differs from the home verdict. The more thorough the knowledge of character the better the guidance.

#### EXTRA SUBJECTS

Reports from the Musical, Singing and Drawing Examinations continue as satisfactory as before. In the drawing examination, for instance, Havergal again stands easily first among Colonial Schools, two girls, Florence Kerr and Wanda Gzowski, receiving silver stars, and eight, first-class commendation from the Royal Drawing Society, London, England. Besides this two hundred and sixty took the pass examination.

The Orchestra has increased in numbers and, under Miss Archer's careful tuition, played several times at our musical receptions.

The Swimming Bath is as popular as before, many girls who had never learned to swim before coming here being now as much at home in the water as out of it.

The Domestic Science class has done excellent work, seven girls taking the entire course in cookery, dress-making, laundry and general household knowledge, and forty taking cookery lessons.

#### THE ATHLETIC ASSOCIATION

The Athletic Association continues to increase in membership, and becomes steadily a greater factor in the school life—I wonder sometimes, indeed, if we reckon how important a factor. We can now rejoice that a girl need not eat her heart out in mortification because she cannot join in the outdoor life of her brother, and we understand how gladly she exchanges the monotonous walk up Jarvis Street and down for the stimulation of the athletic field. What we do not always understand is the opportunity for self-government and work for others which athletics afford. For instance, the Association is entirely in the girls' hands. They collect fees, administer funds, organize games and



tournaments at will. If the elder girls were selfish they could busy themselves with contests among themselves; but on the contrary they encourage every girl to join the Association, and trouble themselves more over the Middle and Junior girls even than over the Seniors. In basket ball, for instance, they have trained fourteen teams of nine girls each: that is to say, 126 girls in basket ball alone. In tennis they organize tournaments for 200 girls, besides training hockey, cricket and tennis teams. This means that every girl gets her fair share of play and that instead of a few athletic girls constantly contesting against one another and being the heroines of the school, every girl falls into line and takes her place. All this helps to keep athletics the servant of the school. This question of keeping athletics the servant rather than the master is more difficult than one might at first suppose. Anyone travelling in England on a Saturday, has met teams of school girls going to different towns to play challenge games. If you have picked up their magazines you have seen that after the first three or four pages the paper consists of a record of matches and of descriptions of the games of the players. Undue prominence is thus given to athletics, and it is harmful for the girls. Carried away by excitement and loyalty, they exert themselves beyond their strength, and often contract lasting mischief to health. For such reasons I discourage rather than encourage games with rival schools. It is practically impossible for girls to get up the same excitement when one Form is playing against another Form of the school or the Main House against the new buildings, for whichever side wins the girls know the school is equally triumphant. But when it is one school against another school, they are apt to play for the sake of winning rather than for the game itself. Besides the opportunity which it gives for self-government and for the love of the game rather than of winning, the Athletic Association is valuable for keeping up a code of honor in the playground which reacts favorably upon the school. Every year from September to Christmas new girls

come in and amongst these new girls are almost invariably some who shirk lessons, avoid what they do not feel like doing, and take marks not properly their own. But after Christmas this changes, and by Easter the difficulty almost passes away, for every girl has learnt that a lapse of honor will be as hotly resented by her playmates in the field as by her mistresses in the class-room.

#### THE OUTLOOK FOR THE COMING YEAR

Let us turn to the outlook for the coming year. Newspaper and other reports have been busy with supposed changes that will involve the moving of the school. We are not changing to new quarters. It is true that for a month or so when the newspapers announced that the Canadian Pacific Railway was to run close to and even underneath the school, new plans were discussed and other properties were inspected, but for a long time still we shall probably remain where we are. Why should we move? In the first place, the financial burden of moving would be very great. Our fees are still very low. The fees for day girls remain practically as they were when I took the school sixteen years ago, and the fees of boarders are only one quarter higher, though meanwhile the cost of living has doubled in Toronto, and teachers' salaries have doubled also. If we were to move to suburbs more or less distant the boarders would not like living far away from good churches and concerts and lecture halls. Many come from smaller towns and wish to know something of life and opinion in Toronto. As far as the day school is concerned, girls come from the hill, the west end, Balmy Beach and Parkdale, and a more central spot than Jarvis Street would be difficult to find. The Senior School for years has been full, despite the fact that girls who cannot bring an excellent record from their last school are refused, and those who do not fall readily into line are sent away at Christmas. As far as the Junior School is concerned, the question is more difficult. It is hard for young children to come from distances as far away

as the top of the hill, yet it is important that a girl should begin her career here in the Junior School. Results like those of last year's Matriculation Examination show that it is the girls who begin early who keep their work beneath their feet instead of letting it rise into a hill of difficulty before them. They have all subjects well in hand instead of dragging behind them as often do Languages if they come from Public Schools, and Arithmetic if they come from private schools. We cannot help hoping that, in these days of private motors and of street cars, parents will see the difference that an early start will make with their girls and will enter them in IIIA if possible, and let them work steadily up the school.

#### **THE QUESTION OF DISTANCE**

Owing to the continued growth of Toronto, one change will be adopted during the coming year. The question of afternoon attendance, now that so many girls come from the west end and from the hill, has become increasingly difficult, and we have decided that instead of going home at half-past twelve and returning for an afternoon session, girls will remain until one o'clock, and return only for gymnastics or studio lessons. For a long time I resisted this change, in the hope that girls would go home for a mid-day meal, but I find that instead of returning home they hurry into the playground after a quickly eaten lunch, so that they go practically from breakfast until late dinner without a sufficient meal. In future the Junior School will close at 12.30, the Junior girls going home or dining in the school and returning in the afternoon for preparation. The Seniors will be set free at one o'clock. There will be a recess for luncheon for boarders at eleven, and this same luncheon will be served at a cheap rate to day girls.

#### **CHANGES ON THE STAFF**

The Staff as a whole is returning in September, though some few, regretted for work and loyalty, are leaving.

Some excellent appointments are being made in their place, and I look forward with anxiety to the coming year's work. And here let me thank the Staff for the unselfish character of their work and the personal interest they have taken in the girls during the past year.

The Fifth Form gave, at their banquet, as one of their toasts, the hope that next year's Staff would be as delightful as this year's, and I most heartily re-echo their wish. I speak the more strongly because, for the second time during the sixteen years I have been at Havergal, I was obliged for a time to take a less active part in the school, but my place was so ably taken by the head mistresses that everything continued as before. This was the more noteworthy because Miss Wood was away also. Every now and again the Directors give what they call "a grace term," that is, set a mistress free to travel or go where she pleases. Miss Wood availed herself of this privilege, and writes that change and travel have entirely restored her health and that she will be with us as usual in September.

#### FINISHING STAFF

But besides this change of hours two other changes are imminent in the school. One is the addition of what may be called a finishing class next September, and the other the addition of a teachers' training class in the following September. First, as to the finishing class. This year, as you know, we carried our Honor Matriculation and Diploma students across the equivalent of the first year in the University. Next September we intend taking a few advanced girls across the second year of University work, in English and French Literature, History and Languages, together with Lectures in Art, Architecture and Music, and Lectures in Church History from Dr. Griffith Thomas. This course promises to be especially interesting, and the best possible preparation for a year's travel on the Continent.

### THE TEACHERS' TRAINING CLASS

The other change will be introduced a year from next September. You may not have realized the swift change that is passing over teaching as a profession, nor the necessity for a training college for private schools. Though salaries have gone up by leaps and bounds good teachers are few and hard to get ; 497, for instance, being advertised for in last Saturday's *Globe*. Where collegiate and public schools lead at such a pace, private schools must inevitably follow, but at present they are held back, partly by the ever-increasing expense of founding a really efficient school (and nowadays, parents will tolerate no other), partly because there is no training college nor centre for training for private schools. During the past year I had letters from one end of the Dominion to the other asking for teachers, but the difficulty was to know where to find them. In old days a well-educated woman, failing marriage, could fall back upon teaching as a profession. But those days are forever gone by, and without special certificates and training, women can find no more place in private schools than in public schools.

Teaching year by year passes into the hands of Specialists, and Specialists so highly paid that unless a sufficient number of girls are gathered together a good school is impossible. Unless you are actually in touch with education, you cannot realize how swiftly methods of teaching change, how highly specialized the work is. Arithmetic, for instance, demands algebraic methods almost from the beginning. Literature and History call for vivid descriptive and character sketches, and, above all, for the power of inspiring girls to think out questions for themselves. Such teaching makes a heavy demand upon the ability and nervous energy of a teacher, and the number of really capable women for such work is necessarily comparatively small. The question is: Can Canada supply the demand; or must we continue to get teachers from the

United States and from England? I answer, that a school like Havergal ought to go a long way towards meeting this demand, but I make my appeal for teachers, not upon the question of possible openings, salary or status (though I believe these are better than we think), but for the sake of Canada itself. At this moment girls are leaving us who are the ablest we have ever had. They are strong, well-balanced, wholesome, as good at work as at play. The girl, for instance, who carries off the gymnastic cup carries off a Havergal Diploma also. Above all, they are moved by a deep sense of responsibility to God and to their country. They say little, but they show by their earnestness and power that the noblest of them are pledged for greater things than self. Such girls ought to lead schools. They ought to give of their best to God and to their country in educational work. Instead, many of them drift into an overcrowded calling, such as nursing, because no private training College is open to them, or because they have not grasped the fact that in educational work, humanly speaking, the future of Canada lies. At this moment I cannot give exact details of the examination and status required, or the cost of a year's training. For Upper School teaching, a University degree will be necessary, but for Kindergarten or Junior School work, Matriculation or the Havergal Diploma will suffice.

#### A GIRL'S FUTURE

We should do better as educators if we looked more steadily into the future and brought school life more directly into relation with that future; above all, if we took girls into our confidence and taught them to look forward also. Many girls, indeed, are only too ready to catch up the idea that they ought to have a profession behind them, but they want to train for their profession before they have a good, all round education. They are too inexperienced to know that, after all, a strong, well-balanced mind, quickened and alive on every point, wins



the battle of life more surely than good drawing, music, or even domestic science. Take, for instance, music. How many married girls regret the three, four or five hours spent at the expense of subjects such as history, scripture and literature? When they were at school it seemed so much pleasanter and easier to spend hour after hour at the piano instead of mastering difficulties in the class-room; they were thinking, at the same time, that they were preparing themselves for a possible calling in future life, whereas, we parents and teachers know that, in ninety-nine cases out of one hundred, they will marry. They need strength of character far more than music. There is a movement in England towards teaching girls to cut out children's clothes, nurse sick children and play with them. I do not mean to say that we need anything so definite as this, but I do mean to emphasize solid work rather than showy accomplishments. Who cares for Chopin's waltzes at the cost of a nervous wife or a half-cooked dinner?

#### THE BOARDING HOUSES

In the Boarding House certain changes will be introduced as well as in the day school. And first as to dress. We are printing a circular, giving distinct regulations and asking parents for their help and support on the dress question. It is ten thousand pities when a girl's first attention is given to her clothes. Sometimes her school trousseau is put out and friends invited to see it almost as if she were going to be married. Last year we took some definite steps to check such extremes, laid low extravagant hair, packed away jewellery and unnecessary clothes. Next year high heels are to follow them and rubber heels will take their place on boots and shoes throughout the school. Last year we requested every girl to bring a dark serge suit with her; this year we require every boarder to bring a dark serge suit and black sailor hat and we recommend day girls to wear them also. Then, as to orderliness and neatness,

every bedroom door has had a card with the result of a weekly surprise visit noted down on it and the standing *a.b.c.* or *d* given according to the tidiness or untidiness of a girl's bedroom and surroundings, and these cards at the end of the term will be forwarded to the parents. I hope that girls will be as orderly in their bedrooms at home during the holidays as they have been at school.

#### WEEKLY BOARDERS

And here I want to speak to parents who may be intending to send their girls as weekly boarders. For many years I refused to take girls as weekly boarders because they missed Dr. Cody's sermons and I liked to have them in my own class on Sunday afternoon, but latterly I relaxed the rule because so many were wanting to come in and I thought it was worth while to try the experiment and see if they could keep in touch with home as well as school. This hope was realized better in some cases than in others. I earnestly ask that parents who take girls home for the week-ends will give them a quiet and refreshing Saturday and Sunday and send them back the better for the change instead of permitting the theatre on Saturday and many visitors on Sunday. This is a mistake, not only in respect to the character and training for the girls but also because they come back exhausted and tired out, a difficulty to others as well as to themselves. A girl who is content to take her life simply and happily instead of craving society and society pleasures before her time unquestionably gets far more out of the school than those who are feverish and excited. What applies to week-ends applies just as much to holidays also. After the 24th of May girls came back having been to "not-out" parties till one or two in the morning and were so tired out that they were fit only for the infirmary.

I have spoken so often upon the question of theatres and "not-out" parties that I hesitate to bring the matter up again, but I should be unfaithful to my trust if I did not.

You do not live in a world of girls as I do. You do not see the harm week by week that is being done. I wish we would all keep before us the example of the late Duchess of Teck who, when speaking of the education of her daughter, Her present Majesty, Queen Mary, refused parties and late hours, saying that a girl had enough to do to grow, attend to her lessons and learn obedience, without losing her beauty and freshness through early excitement. For instance, what good can a girl get from being taken Saturday after Saturday to plays such as "Is Marriage a Failure?" What can she learn from being allowed to read books such as I am certain her parents have not read or they would never put them in her hands? Why must a girl before the beauty and purity of true love have come into her own life, have dramatically put before her problems sad enough to any of us but actually poisonous at her age?

#### SELF-CONTROL

But restrictions of dress, holidays and theatres, after all, touch only the outside fringe and leave us face to face that girls must have a balance wheel of principle if they are to keep their heads as the onrush of wealth flows over the country, and comes closer and closer to every-day life.

You have no idea how much pocket-money some girls have before they come to school, nor how many parents shower pleasures upon them, forgetting that the excessive love of pleasure chokes the highest mental and spiritual life—the love of pleasure, like the love of money, being the root of all evil. Professor Wrong, in his school sermon last Sunday, emphasized this question, and showed how this deterioration through wealth could only be met by an increased sense of responsibility. As long as a girl's life revolves around herself, as long as she thinks only of self, she is hopelessly narrowed; but once let her outlook change; let life, time and wealth become trusts and opportunities; once let her understand her responsibility to her God and

to her country, and her whole character and attitude will change with it.

I am thankful that this year has seen more definite growth in the direction of responsibility, not only in the personal but also in the public life of the girls. Contrast, for instance, the Old Girls' Club, with its 156 members working for Evangelia, Dr. Grenfell's Mission and India, with the Old Girls' Club of a few years ago, a meeting for society and literature. Contrast with the ice-cream parties of last year the attitude of our present-day girls, for instance, towards missions with that of last year, seventy-two girls this year forming themselves into mission bands and of their own free will, under the mistresses' guidance, reading books and studying week by week problems such as those now being discussed in the Conference at Edinburgh. According as we rouse this sense of stewardship, this consciousness of the intense responsibility of the future, of the influence which, under God, girls and women may exercise in their homes and upon their children, their churches and the world, so we rouse an underlying strain of tenderness and power which, by God's grace, changes them from feverish pleasure-seekers into leaders of their day and generation.

The question is, what sacrifice do you want your girls to make for God and for your country? What sacrifice are the girls themselves prepared to make? Canada is at the eve of her great awakening. She calls for leaders and year by year will call more keenly. God grant that Havergal girls may ever be first in answering to that call!



